

# Building Resilience



*Learning and Support Conference*

*Corinne Feldmann*

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## **ACTIVITY**

FIND YOUR PAIR

INTRODUCE SELF

TALK FOR 1 MIN ABOUT YOUR FAVOURITE STRENGTH

# Today's Purpose

- Develop a greater understanding of what resilience is.
- Know the characteristics of a resilient person.
- Learn how we can build on the skills of resilience in our school and classrooms.
- Know which whole school programs are available.

# What is Resilience?

- Resilience is the ability to handle adverse situations with persistence and hope.
- Dealing with challenges often results in greater wisdom and strength of character.
- Is a natural survival instinct.
- This trait is a variable quality in people.

## **ACTIVITY 2**

**LIST 10 SKILLS STUDENTS NEED TO SUCCEED IN YOUR  
CLASSROOM**

**LIST HOW YOU WOULD TEACH THIS SKILL?**

# What influences Resilience?

- Emotional and physical resilience is something you are born with. Some people, by nature are less upset by changes, surprises and stressful events than others.
- Emotional resilience is also related to factors such as age, gender and exposure to trauma.
- Family unit models problem solving.

*However resilience can be developed with effort and support.*

# What are the traits of resilience?

The qualities that resilient people share:

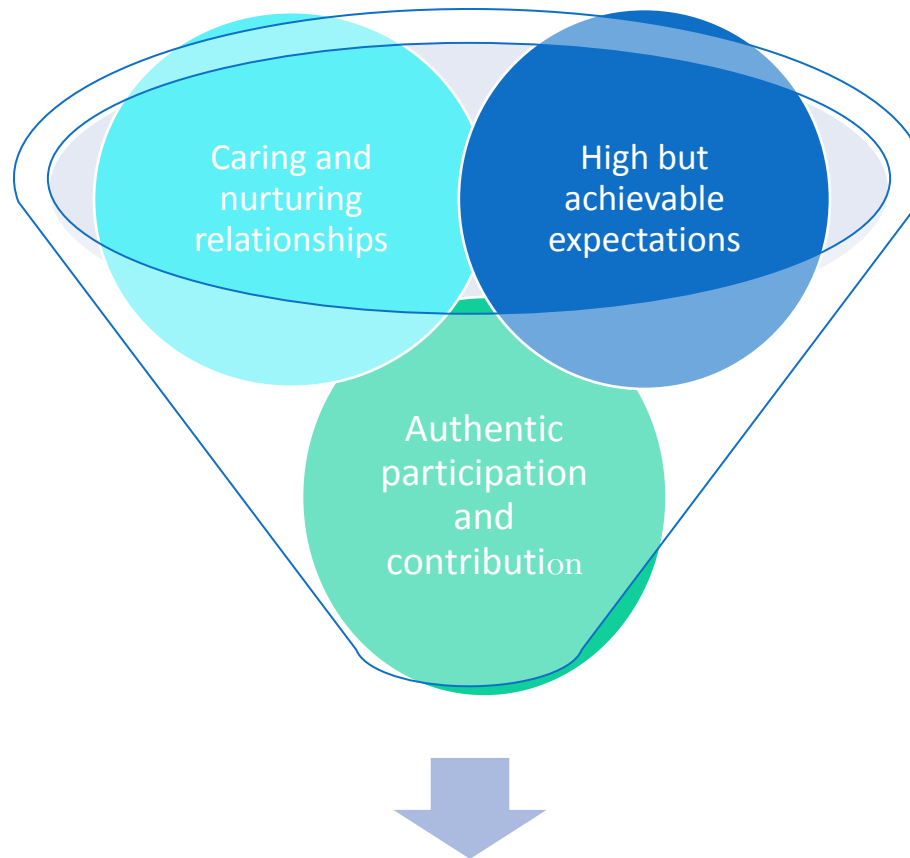
- Emotional Awareness
- Perseverance
- Internal locus of control
- Optimism
- Support
- Sense of humour
- Perspective
- Spirituality

# How to become more **Resilient**.

- Develop the right attitude
- Become aware
- Develop and internal locus of control
- Cultivate Optimism
- Rally social support
- Maintain your sense of humour
- Exercise
- Get in touch with your spiritual side
- Persevere
- Be kind and patient to yourself.



# The Whole School Approach



# Protective factors

- Handling the demands of school
- Belief in own ability to cope
- Sense of control
- Individual disposition
- Family circumstances
- Support, belonging and role-models.

# Enhancing Resilience.

A whole school approach to enhancing resilience models some of the processes schools can use to support students in developing their ability to cope with change and challenge.

School committed to the welfare and learning of their students are addressing the questions:

1. How can we provide a safe and supportive environment in which all students can maximise learning? *Consistent implementation of systems and practices that reinforce and acknowledge behaviour.*
2. How can we remain accessible and responsive to the learners needs? *Conducting activities that provide opportunities for sharing, telling and networking. (circle time, Brain Gym, Restorative)*
3. How can we assist our students to develop their ability and skills to cope with change and challenge? *Building on emotional awareness and intelligence, support students when they need it. Building networks of support.*
4. How can we identify those students in particular need of assistance and support? *Referral processes from classroom to LS and Welfare Teams are in place and followed.*
5. How can we support students who are dealing with experiences of trauma or dislocation? *Identifying, collaborative planning and provide appropriate support for students and staff. Organising PL activities to build on knowledge and strategies.*

# Whole School Approach

Requires:

A shift from a position of trying to “fix” individuals, to that of creating healthy and respectful systems and practices.

A shift from problem based needs assessment that focus on deficits to a belief in students potential for development, learning and well-being.

An acknowledgement that the “health of the helper” is critical.

# What can we do in schools?

- **Introduce skill based programs** that address the needs of students. For example: personal management, dealing with frustration, problem solving, conflict resolution, emotional intelligence, train your brain.
- **Teach specific skills in designated times.**
- **Provide opportunities to practice** everyday, everywhere.
- **Reinforce and acknowledge** the use of skills by students. Monitoring and progress systems.
- **Celebration days.** Whole school activities, formal assemblies, certificates, prizes.

# Australian Programs

- Andrew Fuller. Clinical Psychologist. **Inyahead** and the Heart Master Series. [andrewfuller.com.au](http://andrewfuller.com.au)
- Lyn Worsley and Ruth Fordyce. **The Resilience Doughnut**. [www.theresiliencedoughnut.com.au](http://www.theresiliencedoughnut.com.au)
- **Mind Matters** – Mental health Promotion Resources. Professional learning workshops. [www.curriculum.edu.au/mindmatters](http://www.curriculum.edu.au/mindmatters)
- Bounce Back – A classroom Resilience Program. [www.bounceback.com.au](http://www.bounceback.com.au)